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inhabitants, or, more probably, only one million and a half. The fame of the century comes from its attainments in culture.

"The Chapel of St. Peter and the Manor House of Auckland," may be called the only work of original research in the book. The essay, however, does not appeal to a wide circle of readers. The devotion of the Bishop to the architectural history of Durham was fitly commemorated by his friends recently, in the restoration, in his name, of the ancient chapter house of Durham Cathedral. This was re-opened in July, 1895.

The essay on "Donne, the Poet Preacher," is a sympathetic treatment of one who, like Lightfoot, had been Dean of St. Paul's, but some three hundred years before him. The friend of Ben Jonson, George Herbert and Izaak Walton, Donne combined the quaint conceptions of the poet with the earnestness of the true preacher, as we may see by the quotations in this paper.

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Higher Education in Tennessee. By LUCIUS SALISBURY MERRIAM, Ph. D. Contributions to American Educational History, No. 16, edited by Herbert B. Adams; Bureau of Education, Circular of Information, No. 5. Pp. 287. Washington: Government Printing Office, 1893.

Blount College and the University of Tennessee. An Historical Address. By EDWARD T. SANFORD, A. M. Pp. 119. Published by the University, Knoxville, Tenn., 1895.

There are too many "colleges" in Tennessee. Some of them are too generous in conferring degrees; some have too low standards for graduation and low requirements for admission; some have sub-classes; and some appeal to a religious denomination or a locality not for support, but rather for patronage, as though a college might be run for a business profit. The public school system of the State is not yet properly correlated with the colleges, though there has been improvement since the re-organization in 1873.

The State is far from lavish in its appropriations for higher education. All schools profit indirectly by the exemption from taxation of school and college property. The only direct beneficiary is the Peabody Normal College, the annual appropriation for which was raised by the last legislature to \$20,000.

In five cases the State has been made the agent through which the grants of the nation in aid of education have reached the beneficiary. In one conspicuous case, that arising under the Morrill land grant act

of 1862, the whole grant, amounting to nearly \$400,000, was turned over to the University of Tennessee, on two conditions; the University must out of its own meagre funds, provide the equipment required by the terms of the national grant, and in addition give free tuition to two hundred and seventy-five State students.

In the earliest case, in 1806, one hundred thousand acres of land were turned over to the State to be sold at two dollars per acre for the benefit of two colleges to be designated. After some thirty years the colleges settled with the State, having received in all less than \$50,000. Was there culpable negligence in the management of this trust? There are two answers made in Tennessee. A fair conclusion from the facts, as presented by both authors under discussion, is this: The importance of the grant was not appreciated. It was managed by legislatures which reflected the jealousy and positive ill will of their constituents toward the beneficiaries. Mr. Sanford "will not complain" of the action of the State, but he asks whether the State ought not in equity and honor to make good the shrinkage of this and other trust funds under its management. During this period the people generally manifested great opposition to the colleges; and academies and common schools were neglected.

Such are the sombre features to be gathered from a study of the material presented in these books. There are some brighter ones. In the early days some, referred to as the "upper classes," educated their children well at home and sent their sons to the colleges. In these later days are the gifts of the few large benefactors: the Vanderbilts, Fayerweather, Peabody, and Slater, none of them, however, residents of the State. The zeal of devoted denominational leaders in supporting denominational colleges is noticeable, as is also the influence of the great educators of the State of both the earlier and the later generations.

Dr. Merriam's monograph is itself a collection of monographs, chiefly by his own hand. Seven institutions, the University of Nashville, University of Tennessee, Vanderbilt, Cumberland, University of the South, Southwestern Presbyterian and Southwestern Baptist, are treated in separate chapters, which together cover 207 pages. Thirteen other colleges "for males or for both sexes" are comprised in one chapter of eighteen pages. Nineteen "colleges for women" in another of sixteen, and five "colleges for negroes" in one of twenty pages. Six pages are devoted to a supplementary description of the Public School System of the State.

A general survey or summary gathers up the leading considerations suggested by the study of the material. In the first copies issued the "General Survey" occupies five pages (pp. 15-19). But passages

amounting to two pages were omitted from the later copies upon the complaint of some Tennesseans. The expurgation is unfortunate. The statements complained of have been verified by several independent investigators. With one or two exceptions they are deductions from the material which is left undisturbed in the other parts of the book and can be supplied by the reader who will study the pages carefully. The chief exception referred to is the remark that there are many "colleges" in the State not worth the labor of writing up and that the author may have made mistakes in trying to distinguish between those to be included and those to be omitted in a few cases.

There is no conflict of judgment to be noted between Mr. Sanford and Dr. Merriam. The scope of Mr. Sanford's address is more limited. His treatment of the land grant of 1806 is superior by reason of more lengthy citations and more abundant references.

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An Advanced History of England. By CYRIL RANSOME, M. A. Pp. xviii, 1069. Price, \$2.25. London and New York: Macmillan & Co., 1895.

This book has been prepared for the use of students who have mastered the elements of English history, and it is specially designed to be a text-book for advanced study in schools and colleges. It is adapted to practically the same grade of students as Gardiner's "Students' History of England," and Green's "Short History of the English People," though it presupposes less knowledge on the part of its reader than does the latter history, and it gives more details in the description of events and movements than either of the above named works.

The author introduces into the text of his history the exact words of the most important historic documents and, wherever he finds it possible to do so, he analyzes the characters and pivotal actions of the great national heroes by letting them speak for themselves. One of the best features of the book is the biographical part of it. The author has labored, and we believe successfully, to make the great individual figures stand out in clear light, with their distinct character for good or evil, and he shows both the statesman's contributions to the epoch and his relation to and dependence upon the peculiar social environment of the time in which he worked. The gradual development of the constitution, and parliamentary government is well brought out and none of the advanced histories of this grade have succeeded so